

STANDARDIZED COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Nursing 111 CRN: Day 3373 Eve. 4656

COURSE TITLE: Family Health Nursing I

COURSE CATALOG DESCRIPTION: This course builds upon concepts presented in Nursing 101, with a focus on the culturally diverse client and family responses to psychic imbalance as well as on care of the childbearing family. The course utilizes techniques of therapeutic communication to establish the nurse-client relationship and to provide holistic care to members of the childbearing family as well as to persons and families affected by mental health problems. Students will apply principles of teaching and learning to meet the needs of these families. Principles of pharmacology and nutrition are integrated. Clinical experiences are selected to allow the student to participate as a member of the health team in implementing individualized plans of care. Students may be placed in community-based experiences to provide the student with an opportunity to supplement knowledge of health care interventions.

LECTURE HOURS PER WEEK: 4

CREDIT HOURS: 7

LAB HOURS PER WEEK (if applicable): 9

PREREQUISITE (S): successful completion of Nursing 101 & Psychology 208 with a minimum grade of C.

SECTION II

- A. SCOPE:** Students focus on the effects of the stressors: “childbearing” and “psychic imbalance” on the basic human needs of individuals and their families. Students initially apply principles related to the care of individuals and their families during the childbearing and psychic imbalance. The latter half of the course is focused on utilizing the nursing process to meet the needs of individuals and families and prioritizing of nursing care. Students in Nursing 111 gain knowledge and experience in the application of therapeutic communication and teaching learning principles of individuals and families. Through simulated critical thinking laboratories, focused small group discussion and clinical practice, students learn how to manage multiple patient assignments (mother/ baby pairs) as well as process recordings and nursing care plans. Students are provided with faculty advisement, seminars, and simulated testing opportunities to prepare them for clinical lab.

B. REQUIRED WORK:

1. Completion of required readings for each class period.
2. Submission of written clinical assignments (for example: care plans, process recordings, reflective journals) on a weekly basis.
3. A final grade is based on adherence to policies within the Division of Nursing and Health Careers and includes:

a. Examinations:

Quiz I	17%
Quiz II	17%
Quiz III	17%
Quiz IV	17%
Final	32%
Total	100%

- b. Satisfactory performance in clinical laboratory by satisfactory achievement of all behaviors identified on the clinical evaluation tool.

SUCCESSFUL COMPLETION OF THIS COURSE IS BASED ON A MINIMUM GRADE OF “C” IN THEORETICAL PERFORMANCE AND SATISFACTORY “S” PERFORMANCE IN THE CLINICAL LABORATORY.

Students with disabilities (learning or otherwise) who may require accommodation must contact the Disabilities Coordinator. After disclosure, students must discuss their needs with their advisor. This should be done at the beginning of each semester.

Instructors in conjunction with appropriate college officials will provide assistance and/or accommodations only to these students who have completed this process.

C. ATTENDANCE AND PARTICIPATION: It is expected that student will attend all scheduled learning activities. The faculty believes that clinical and classroom attendance is critical to progress in the Nursing Program.

- a. If unable to attend simulated or clinical laboratory, the student must assume the responsibility for notifying the nursing laboratory, hospital unit or community agency to which he/she is assigned before the experience is scheduled to begin.
- b. Faculty will review clinical and simulated lab attendance in relation to student's consistent progress in meeting weekly clinical objectives.
- c. An assignment may be required for any clinical absence.

D. METHODS OF INSTRUCTION: The methods of instruction are determined by course faculty and may include but are not limited to lecture, lecture/discussion, small group collaborative learning, experimental/exploration, distance learning, students presentations, or use of technologies such as audio-visual materials, computer, language laboratory, and calculator.

E. OBJECTIVES, OUTCOMES and ASSESSMENT

Student's grades will be based on achievement of learning the objectives and outcomes listed below as measured by the course faculty's methods of assessment.

1. Describe the effects of childbearing as well as the effects of psychic imbalance on basic human needs of the family.

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT METHODS
To demonstrate an understanding of:	Student will:	Concepts related to childbearing and psychic imbalance	Observation community based On going health care	As measured by:
1. The effects of childbearing as well as the effects of psychic imbalance on the basic human needs of the family	<ul style="list-style-type: none"> - describe childbearing process - identify selected stressors affecting childbearing - describe the impact of cultural practices on the family unit - identify selected stressors of the neonate - identify individual and family adaptation - identify selected stressors affecting psychic imbalance 	<ul style="list-style-type: none"> - The childbearing process - Selected stressors of childbearing - Cultural practices of the family unit - Selected stressors of the neonate - Family adaptation - Individual adaptation - Concepts of psychic imbalance - Stressors affecting psychic balance 	<ul style="list-style-type: none"> -Lectures <ul style="list-style-type: none"> - Guest speaker -Pre-clinical and post clinical conferences. -Use of pre-clinical data cards to describe family during the childbearing periods of life <ul style="list-style-type: none"> - Psychosocial - Safety - Physiological - Observation in clinical -Small group discussion to identify: <ul style="list-style-type: none"> - Effects of loss on psychosocial needs of parents - Feelings regarding grieving process 	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT METHODS
To demonstrate an understanding of:	Student will:	Concepts related to childbearing and psychic imbalance	Observation community based On going health care	As measured by:
1. The effects of childbearing as well as the effects of psychic imbalance on the basic human needs of the family	<ul style="list-style-type: none"> - give examples of male/female relationships - give examples of current trends influencing families - give examples of theories of environmental influences - give examples of fetal response to stimuli 	<p>B. Psychosocial Needs <u>1. Love/Self Esteem</u></p> <ul style="list-style-type: none"> - male/female relationships i.e. - current trends influencing families i.e. alternate lifestyle (single parent families, zero population growth, foster parenthood, divorce, teenage pregnancy, same sex parents) - theories of environmental influences i.e. myths, old wives tales, maternal emotions, cultural beliefs - fetal response to stimuli i.e. external/internal (sound, touch theories, beliefs, myths) 	<ul style="list-style-type: none"> -lectures <ul style="list-style-type: none"> - guest speaker -pre-clinical and post clinical conferences. -use of pre-clinical data cards to describe family during the childbearing periods of life <ul style="list-style-type: none"> - psychosocial - safety - physiological - observation in clinical -small group discussion to identify: <ul style="list-style-type: none"> - alternative lifestyles - adoption - zero population growth - needs of family members in priority - cultural influences on parenting 	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

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To demonstrate an understanding of:	Student will:	Concepts related to childbearing and psychic imbalance	Observation community based On going health care	As measured by:
1. The effects of childbearing as well as the effects of psychic imbalance on the basic human needs of the family	<ul style="list-style-type: none"> - discuss family response to childbearing - discuss separation and loss - discuss environmental consideration - demonstrate principles of surgical asepsis - discuss protective environment of the fetus 	<ul style="list-style-type: none"> - family response to childbearing i.e. mother, father, sibling - bonding - separation and loss i.e. birth(live, multiple, stillborn) abortion (spontaneous, missed, therapeutic) - environmental considerations i.e. cultural considerations <p>B. Safety Needs</p> <p><u>1. Asepsis</u></p> <ul style="list-style-type: none"> - principles of surgical asepsis i.e. conditions favoring growth of microorganisms, cultural considerations - Protective environment of fetus i.e. vernix caseosa, amniotic fluid, fetal membranes 	<ul style="list-style-type: none"> -lectures <ul style="list-style-type: none"> -guest speaker -pre-clinical and post clinical conferences. -use of pre-clinical data cards to describe family during the childbearing periods of life <ul style="list-style-type: none"> - psychosocial - safety - physiological - observation in clinical -small group discussion to identify: <ul style="list-style-type: none"> - effects of loss on psychosocial needs of parents - feelings regarding grieving process - Experience in clinical laboratory <ul style="list-style-type: none"> - sterile packages - sterile field 	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

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To demonstrate an understanding of:	Student will:	Concepts related to childbearing and psychic imbalance	Observation community based On going health care	As measured by:
1. the effects of childbearing as well as the effects of psychic imbalance on the basic human needs of the family	<ul style="list-style-type: none"> - explain maternal protective environment - explain selected immunization - explain action of selected drugs - explain types of anesthesia - explain genetic disorders 	<ul style="list-style-type: none"> - Maternal protective environment i.e. environmental considerations - selected immunization i.e. Rubella, Rhogam, Hepatitis 2. <u>Prevention From Harm</u> - action of selected drugs i.e. oxytoxic, hormones, Anticholinergic tranquilizers (valium), sedatives (barbiturates) - types of anesthesia i.e. general, regional, local - genetic disorders i.e. phenylketonuria, Down Syndrome 	<ul style="list-style-type: none"> -lectures <ul style="list-style-type: none"> - guest speaker -pre-clinical and post clinical conferences. -use of pre-clinical data cards to describe family during the childbearing periods of life <ul style="list-style-type: none"> - psychosocial - safety - physiological - observation in clinical laboratory -small group discussion to identify: <ul style="list-style-type: none"> - effects of loss on psychosocial needs of parents - feelings regarding grieving process 	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

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To demonstrate an understanding of:	Student will:	Concepts related to childbearing and psychic imbalance	Observation community based On going health care	As measured by:
1. the effects of childbearing as well as the effects of psychic imbalance on the basic human needs of the family	<ul style="list-style-type: none"> - identify environmental considerations to minimize injury - identify factors affecting uterine environment - identify techniques of fetal monitoring - identify fetal malpresentation - identify prolapsed cord - identify biological influences on fetus 	<ul style="list-style-type: none"> - environmental considerations to minimize injury i.e. mechanical (constrictive) garments, (side rails), biological) - Factors affecting uterine environment i.e. x-radiation, ultrasound - Techniques of fetal monitoring i.e. electronic devices, amniocentesis, L/S determination - Fetal malpresentation i.e. breech, transverse lie, posterior position - Prolapsed cord - Biological influences on fetus i.e. bacterial (ruptured membranes) 	<ul style="list-style-type: none"> -lectures <ul style="list-style-type: none"> - guest speaker -pre-clinical and post clinical conferences. -use of pre-clinical data cards to describe family during the childbearing periods of life <ul style="list-style-type: none"> - psychosocial - safety - physiological - observation in clinical laboratory of electronic fetal monitoring, amniocentesis, vaginal delivery, cesarean delivery -small group discussion to identify: <ul style="list-style-type: none"> - effects of loss on psychosocial needs of parents - feelings regarding grieving process 	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

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To demonstrate an understanding of:	Student will:	Concepts related to childbearing and psychic imbalance	Observation community based On going health care	As measured by:
1. the effects of childbearing as well as the effects of psychic imbalance on the basic human needs of the family	<ul style="list-style-type: none"> - describe chemical influences on fetus - describe biological influences on mother - describe reproductive changes - describe family planning methods - describe birth process 	<ul style="list-style-type: none"> - Chemical influences on fetus - Maternal substance abuse i.e. drug, alcohol, tobacco - Biological influences on mother <p>C. Physiological Needs 1. Sexuality</p> <ul style="list-style-type: none"> - Reproductive changes i.e. prenatal, intrapartal, postpartal (lactation) - Family planning methods i.e. contraception/age appropriate sex education/birth control techniques <p>Birth process i.e. theories about onset of labor, stages of labor, relationship of fetal anatomy to maternal pelvis (position, presentation, station, lie), mechanics of labor (pelvic measurement, episiotomy), out of hospital delivery</p>	<ul style="list-style-type: none"> -lectures <ul style="list-style-type: none"> - guest speaker -pre-clinical and post clinical conferences. -use of pre-clinical data cards to describe family during the childbearing periods of life <ul style="list-style-type: none"> - psychosocial - safety - physiological - observation in clinical laboratory of electronic fetal monitoring, amniocentesis, vaginal delivery, cesarean delivery -small group discussion to identify: <ul style="list-style-type: none"> - effects of loss on psychosocial needs of parents - feelings regarding grieving process - - Interactive Video “Managing the experience of labor and delivery” -Small group discussions in simulations of deliveries which occur outside of the hospital. 	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

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To demonstrate an understanding of:	Student will:	Concepts related to childbearing and psychic imbalance	Observation community based On going health care	As measured by:
1. the effects of childbearing as well as the effects of psychic imbalance on the basic human needs of the family	<ul style="list-style-type: none"> - give examples of birth injuries of the neonate - list factors constituting high risk pregnancy - discuss fetal perception of pain - explain family perception of pain - determine maternal perception of pain 	<ul style="list-style-type: none"> - Birth injuries of the neonate i.e. nerve damage, fractures, dislocation - Factors constituting. high risk pregnancy i.e. polyhydramnios, hyper emesis gravidarum, pre-eclampsia/eclampsia,multiple births, ectopic pregnancy, hydadiform mole, abortion, placental abruption, placenta previa, cesarean delivery <p><u>2. Pain Avoidance</u></p> <ul style="list-style-type: none"> - Fetal perception of pain i.e. in utero, birth process - Family perception of pain i.e. cultural influences, life experiences, birth process - Maternal perception of pain stimulus i.e. stimulus, life experience, birth process 	<ul style="list-style-type: none"> -lectures <ul style="list-style-type: none"> - guest speaker -pre-clinical and post clinical conferences. -use of pre-clinical data cards to describe family during the childbearing periods of life <ul style="list-style-type: none"> - psychosocial - safety - physiological - observation in clinical laboratory of <ul style="list-style-type: none"> - stages of labor and delivery - application of birth control methods - infusions - catheterizations 	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

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1. the effects of childbearing as well as the effects of psychic imbalance on the basic human needs of the family	<ul style="list-style-type: none"> - explain fetal nutritional sources - explain maternal nutritional habits during pregnancy - explain maternal nutritional habits during postpartal period - explain maternal dietary requirements during pregnancy - explain maternal dietary requirements during postpartal period - explain maternal fluid requirements during pregnancy - explain maternal fluid requirements during intrapartum 	<p><u>3. Nutrition</u></p> <ul style="list-style-type: none"> - fetal nutritional sources - maternal nutritional habits during pregnancy i.e. cultural influences, cravings, idiosyncrasies - maternal nutritional habits during postpartal period. - maternal dietary requirements during pregnancy - maternal dietary requirements during postpartal period <p><u>4. Fluids</u></p> <ul style="list-style-type: none"> - maternal fluid requirements during pregnancy i.e. increase body requirements - maternal fluid requirements during intrapartum i.e. epidural requirements, 	<ul style="list-style-type: none"> -lectures <ul style="list-style-type: none"> - guest speaker -pre-clinical and post clinical conferences. -use of pre-clinical data cards to describe family during the childbearing periods of life <ul style="list-style-type: none"> - psychosocial - safety - physiological - observation in clinical -small group discussion to identify: <ul style="list-style-type: none"> - effects of loss on psychosocial needs of parents - feelings regarding grieving process 	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

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1. the effects of childbearing as well as the effects of psychic imbalance on the basic human needs of the family	<ul style="list-style-type: none"> - explain maternal fluid requirements during postpartum - describe fetal elimination patterns - identify changes in maternal intestinal motility - explain changes in maternal urinary output - describe fetal activities - explain altered maternal patterns in ADL's - demonstrate exercises to prepare for childbirth 	<ul style="list-style-type: none"> - maternal fluid requirements during postpartum i.e. hemorrhage <p><u>5. Elimination</u></p> <ul style="list-style-type: none"> - fetal elimination patterns i.e. urine/stool - changes in maternal intestinal motility i.e. diarrhea/constipation - changes in maternal urinary output i.e. urinary frequency, urinary retention, retention with overflow, residual urine <p><u>6. Activity/Rest/Sleep</u></p> <ul style="list-style-type: none"> - fetal activities - altered maternal patterns in ADL's i.e. changes in ambulation, selection of activities, rest/sleep patterns <p>exercises to prepare for childbirth i.e. Lamaze method</p>	<ul style="list-style-type: none"> -lectures <ul style="list-style-type: none"> - guest speaker -pre-clinical and post clinical conferences. -use of pre-clinical data cards to describe family during the childbearing periods of life <ul style="list-style-type: none"> - psychosocial - safety - physiological - observation in clinical <p>-small group discussion to identify:</p> <ul style="list-style-type: none"> - effects of loss on psychosocial needs of parents - feelings regarding grieving process 	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

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1. the effects of childbearing as well as the effects of psychic imbalance on the basic human needs of the family	<ul style="list-style-type: none"> - describe maternal postural changes during pregnancy - explain fetal circulation - explain relationship of maternal position to oxygenation - give examples of interferences with oxygenation - demonstrate therapeutic communication - explain principles of group dynamics - practice teaching/learning 	<ul style="list-style-type: none"> - maternal postural changes during pregnancy <p><u>7. Oxygen</u></p> <ul style="list-style-type: none"> - fetal circulation i.e. placental integrity - relationship of maternal position to oxygenation - principles of heat/cold, - interferences with oxygenation (blood incompatibilities i.e. ABO, RH), hemorrhagic shock <p><u>Effects of Psychic Imbalance on Basic Human Needs</u></p> <p><u>A. Psychosocial Needs</u></p> <p><u>1. Love/Self Esteem</u></p> <ul style="list-style-type: none"> - therapeutic communication i.e. barriers, cultural considerations - principles of group dynamics i.e. dyads vs. triads - teaching/learning process 	<ul style="list-style-type: none"> -lectures <ul style="list-style-type: none"> - guest speaker -pre-clinical and post clinical conferences. -use of pre-clinical data cards to describe family during the childbearing periods of life <ul style="list-style-type: none"> - psychosocial - safety - physiological - observation in clinical -small group discussion to identify: <ul style="list-style-type: none"> - role of leader, recorder, observer - principles of group dynamics, teaching/learning 	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

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1. the effects of childbearing as well as the effects of psychic imbalance on the basic human needs of the family	<ul style="list-style-type: none"> - determine interrelationships within the family - identify alterations in concept of self - identify cognitive manifestations - identify behavioral manifestations - determine common adaptive coping mechanisms - determine extremes of hygienic habits - state action of selected drugs 	<ul style="list-style-type: none"> - interrelationships within the family i.e. support systems, triangling, cultural considerations - alterations in concept of self i.e. perception of self/disregard for others - cognitive/behavioral manifestations i.e. psychoses, anxiety disorders, (e.g. post traumatic stress disorder, emotional response to disaster),dementia's, mental retardation - coping/adaptive mechanisms i.e. adaptive (sublimation, reaction formation, transference) maladaptive (Illusions, hallucinations, delusions, flashbacks) cultural considerations (ethnic coping styles) <p>B. Safety Needs</p> <p><u>1. Asepsis</u></p> <ul style="list-style-type: none"> - extremities of hygienic habits <p><u>2. Prevention From Harm</u></p> <ul style="list-style-type: none"> - action of selected drugs i.e. psychotrophi, (Antipsychotic drugs, antianxiety 	<ul style="list-style-type: none"> -lectures <ul style="list-style-type: none"> - guest speaker -pre-clinical and post clinical conferences. -use of pre-clinical data cards to describe family during the childbearing periods of life <ul style="list-style-type: none"> - psychosocial - safety - physiological - observation in clinical -small group discussion to identify: <ul style="list-style-type: none"> - role of leader, recorder, observer - principles of group dynamics, teaching/learning 	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

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1. the effects of childbearing as well as the effects of psychic imbalance on the basic human needs of the family	<ul style="list-style-type: none"> - describe types of psychotherapy - discuss electro convulsive therapy - utilize principles of therapeutic environment 	<ul style="list-style-type: none"> - agents, antidepressants, lithium) mood stabilizers, anti-Parkinson's - psychotherapy i.e. individual/group family - electro convulsive therapy <p>therapeutic milieu, i.e. cultural considerations, community considerations (primary, secondary, tertiary prevention); psychological testing</p> <p>C. Physiological Needs</p> <p><u>1. Sexuality</u></p> <ul style="list-style-type: none"> - alterations in sexuality i.e. sexual dysfunction (impotence, frigidity) sexual deviations <p><u>2. Nutrition/Fluid</u></p> <ul style="list-style-type: none"> - common types of substance abuse i.e. food, alcohol, drugs - behavioral disorders i.e. eating disorders 	<ul style="list-style-type: none"> -pre-clinical and post clinical conferences. -use of pre-clinical data cards to describe effects of psychic imbalance on basic human needs <ul style="list-style-type: none"> - psychosocial - safety - physiological - completion of med cards for clinical assignment <p>Observations in: Community based ongoing Health Care Facilities:</p> <ul style="list-style-type: none"> - community agencies - alcoholism program - methadone maintenance programs/Narcotic Anonymous - centers for mentally retarded - direct observational therapy program - Rehabilitation centers <p>Discussion of community-based programs that respond to disaster: i.e. American Red Cross.</p>	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

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1. the effects of childbearing as well as the effects of psychic imbalance on the basic human needs of the family	<ul style="list-style-type: none"> - discuss alterations in patterns of elimination - discuss alterations in patterns of activity/rest/sleep - identify extreme body position - discuss alterations in vital signs - explain psychological components of pain 	<p><u>3. Elimination</u></p> <ul style="list-style-type: none"> - alteration in elimination, i.e. enuresis, constipation <p><u>4. Activity/Rest/Sleep</u></p> <ul style="list-style-type: none"> - altered sleep patterns i.e. somnambulism, insomnia - extreme body position i.e. catatonia <p><u>5. Oxygen</u></p> <ul style="list-style-type: none"> - alterations in vital signs i.e. hyperventilation, hypertension, hypotension, tachycardia, i.e. neuroleptic malignant syndrome <p><u>6. Pain Avoidance</u></p> <ul style="list-style-type: none"> - psychic pain i.e. placebo effect 	<p>-pre-clinical and post clinical conferences.</p> <p>Experience in simulated laboratory with:</p> <ul style="list-style-type: none"> - communication techniques - teaching/learning skills - coached client interview <p>Clinical laboratory experience in:</p> <ul style="list-style-type: none"> - therapeutic use of self - 1:1 relationship - therapeutic groups - identification of behavioral manifestations of pain - use of pain relieving measures 	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

2. Utilize physical and mental health principles in performing nursing activities to provide care for members of the childbearing family as well as for persons and families experiencing psychic imbalance.

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To demonstrate an understanding of:	Student will utilize measures to:	Concepts related to childbearing and psychic imbalance	Observation community based On going health care	As measured by:
2. utilization of physical and mental health principles in performing nursing activities to provide care for members of the childbearing family as well as persons and families experiencing psychic imbalance.	<ul style="list-style-type: none"> - foster goal directed communication - foster learning - promote support systems for the family - foster learning - support response to separation 	<p><u>Nursing Activities to Meet Basic Human Needs of the Family</u></p> <p>A. Psychosocial Needs</p> <p><u>1. Love/Self Esteem</u></p> <ul style="list-style-type: none"> - foster goal directed communication i.e. appropriate techniques, skills - teaching techniques to foster learning i.e. environmental factors, readiness to learn, developmental considerations - support systems for the family i.e. internal/external - teaching skills to foster learning - methods to support response to separation i.e. cultural influences 	<ul style="list-style-type: none"> - Experience in simulated laboratory with: <ul style="list-style-type: none"> - communication techniques - teaching/learning skills - coached client interview <p>Clinical laboratory experience in:</p> <ul style="list-style-type: none"> - therapeutic use of self - 1:1 relationship - therapeutic groups - identification of behavioral manifestations of pain - use of pain relieving measures 	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

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To demonstrate an understanding of:	Student will utilize measures to:	Concepts related to childbearing and psychic imbalance	Observation community based On going health care	As measured by:
2. utilization of physical and mental health principles in performing nursing activities to provide care for members of the childbearing family as well as persons and families experiencing psychic imbalance.	<ul style="list-style-type: none"> - apply principles of therapeutic communication - initiate intellectual stimulation - support adaptive coping mechanisms to altered life style - foster safety measures - monitor perinatal aseptic environment 	<ul style="list-style-type: none"> - therapeutic communication - intellectual functioning i.e. comprehension, reality orientation - coping with altered life styles i.e. acute/chronic - cultural considerations <p>B. Safety Needs</p> <p><u>1. Asepsis</u></p> <ul style="list-style-type: none"> - measures to ensure safety of family members i.e. environmental hazards - Perinatal aseptic environment i.e. perineal care (cleanliness, peri pads, episiotomy care, breast care, catheter care). 	<p>Experience in simulated laboratory with:</p> <ul style="list-style-type: none"> - communication techniques - teaching/learning skills - coached client interview <p>Clinical laboratory experience in:</p> <ul style="list-style-type: none"> - therapeutic use of self - 1:1 relationship - therapeutic groups - alterations in maternal vital signs - urine output - vaginal discharge - environmental restrictions <p>Utilize peer review in the simulated laboratory for experience with:</p> <ul style="list-style-type: none"> - breast care - tissue supports 	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT METHODS
To demonstrate an understanding of:	Student will utilize measures to:	Concepts related to childbearing and psychic imbalance	Observation community based On going health care	As measured by:
2. utilization of physical and mental health principles in performing nursing activities to provide care for members of the childbearing family as well as persons and families experiencing psychic imbalance.	<ul style="list-style-type: none"> - maintain surgical asepsis - monitor personal hygiene - stabilize the environment - monitor fetal distress - initiate environmental restrictions - maintain control of the environment - protect individual from injury 	<ul style="list-style-type: none"> - maintenance of surgical asepsis i.e. gowning, gloving, sterile packages - control of hygienic care <p><u>2. Prevention From Harm</u></p> <ul style="list-style-type: none"> - measures to stabilize the environment i.e. facemasks, gowns, shoe covers - skills to monitor fetal distress i.e. observation, auscultation, palpation - method for environmental restrictions i.e. mother/others - control of environmental stimuli i.e. open/closed units, seclusion - protective measures i.e. common restraints 	<p>Experience in simulated laboratory with:</p> <ul style="list-style-type: none"> - communication techniques - teaching/learning skills - coached client interview <p>Clinical laboratory experience in:</p> <ul style="list-style-type: none"> - alterations of maternal vital signs - urine output - vaginal discharge - environmental restrictions - selected control environments 	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT METHODS
To demonstrate an understanding of:	Student will utilize measures to:	Concepts related to childbearing and psychic imbalance	Observation community based On going health care	As measured by:
2. utilization of physical and mental health principles in performing nursing activities to provide care for members of the childbearing family as well as persons and families experiencing psychic imbalance.	<ul style="list-style-type: none"> - monitor effects of selected drugs - administer selected nutritional therapy - support adaptation to perceptual deficits - assist in monitoring the progress of birth process - monitor maternal post partum reproductive changes - monitor physiological alterations 	<ul style="list-style-type: none"> - selected drug therapy i.e. psychotropic medications, chemical restraint - selected nutritional therapy i.e. eating disorder, physically disabled - methods to support adaptation to perceptual deficits <p>C. Physiological Needs <u>1. Sexuality</u></p> <ul style="list-style-type: none"> - skills to monitor the birth process - skills to monitor reproductive changes i.e. palpation, (fundus), inspection (perineum, lochia) - measures to monitor physiological alterations i.e. maternal vital signs, urinary output, vaginal discharge 	<p>Clinical laboratory experience in:</p> <ul style="list-style-type: none"> - selected nutritional therapy - uterine contractions - fetal heart rate - show - intrapartal vital signs <p>Clinical laboratory experience in:</p> <ul style="list-style-type: none"> - dietary regime - intravenous fluids - indwelling catheter - postpartal vital signs - ice packs (breast/perineum) - sitz bath - postpartal changes (fundus/lochia/perineum) 	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT METHODS
To demonstrate an understanding of:	Student will utilize measures to:	Concepts related to childbearing and psychic imbalance	Observation community based On going health care	As measured by:
2. utilization of physical and mental health principles in performing nursing activities to provide care for members of the childbearing family as well as persons and families experiencing psychic imbalance.	<ul style="list-style-type: none"> - appraise transient anomalies - support adaptation to impaired sexuality - monitor infusions - assist in dietary planning - assist families to feed infants - promote maternal elimination - utilize methods to reestablish elimination patterns 	<ul style="list-style-type: none"> - skills to appraise transient anomalies i.e. observation, palpation - methods to support adaptation to impaired sexuality i.e. hypersexuality, drug induced impotence <p><u>2.Fluids/Nutrition</u></p> <ul style="list-style-type: none"> - skills to monitor infusions - dietary planning - methods to feed infants i.e. breast feeding (colostrum) bottle feeding (formula equipment) <p><u>3.Elimination</u></p> <ul style="list-style-type: none"> - methods to promote and maintain elimination i.e. ambulation, fluid intake, dietary changes, exercises, catheterization i.e. foley - methods to reestablish elimination patterns i.e. bowel/bladder 	Clinical laboratory experience in: <ul style="list-style-type: none"> - dietary regime - dietary planning - intravenous fluids - indwelling catheter - postpartal vital signs - ice packs (breast/perineum) - sitz bath - postpartal changes (fundus/lochia/perineum) - breast feeding - bottle feeding 	Achievement of a minimum grade of C (75%). Achievement of satisfactory performance in the clinical laboratory.

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT METHODS
To demonstrate an understanding of:	Student will utilize measures to:	Concepts related to childbearing and psychic imbalance	Observation community based On going health care	As measured by:
2. utilization of physical and mental health principles in performing nursing activities to provide care for members of the childbearing family as well as persons and families experiencing psychic imbalance.	<ul style="list-style-type: none"> - initiate planned periods for activities of daily living - support relaxation techniques of parents - maintain tissue supports - structure periods of rest - structure exercise activities - monitor fetal heart rate - assist with application heat and cold - monitor oxygenation 	<p><u>4.Activity/Rest/Sleep</u></p> <ul style="list-style-type: none"> - planned periods for activities of daily living i.e. exercise, rest - relaxation techniques i.e. Lamaze - tissue supports i.e. clothing, shoes, elastic stockings, binders, breast supports - periods of rest i.e. restlessness, agitation - exercise activities <p><u>5.Oxygen</u></p> <ul style="list-style-type: none"> - monitoring fetal heart rate i.e. rate, range, alterations - application of heat and cold i.e. warm sitz, ice baths - measures to maintain oxygenation i.e. blood replacement (purpose, types, reactions) 	<p>Clinical laboratory experience in:</p> <ul style="list-style-type: none"> - intravenous fluids - indwelling catheter - postpartal vital signs - ice packs (breast/perineum) - sitz bath - postpartal changes (fundus/lochia/perineum) - fetal monitoring - cuddling - comfort measures 	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT METHODS
To demonstrate an understanding of:	Student will utilize measures to:	Concepts related to childbearing and psychic imbalance	Observation community based On going health care	As measured by:
2. utilization of physical and mental health principles in performing nursing activities to provide care for members of the childbearing family as well as persons and families experiencing psychic imbalance.	<ul style="list-style-type: none"> - to stabilize body temperature - to stabilize vital signs - identify behavioral manifestations of pain - promote comfort of newborn - relieve newborn pain - relieve obstetric pain - relieve psychic pain 	<ul style="list-style-type: none"> - methods to stabilize body temperature i.e. hypo/hyperthermia - measures to stabilize vital signs i.e. hyperventilation, detoxification <p><u>6. Pain Avoidance</u></p> <ul style="list-style-type: none"> - behavioral manifestations of pain i.e. verbal/non-verbal - comfort of newborn pain i.e. physical wrapping, cuddling, reflex activity - newborn pain i.e. pharmacological, non-pharmacological - obstetric pain relief measures i.e. massage, positioning - psychic pain relieving measures 	Clinical laboratory experience in: <ul style="list-style-type: none"> - ice packs (breast/perineum) - sitz bath - cuddling - comfort measures 	Achievement of a minimum grade of C (75%). Achievement of satisfactory performance in the clinical laboratory.

3. Utilize the nursing process to assist family members meet basic human needs during the childbearing period of life as well as when experiencing psychic imbalance.

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT METHODS
To demonstrate an understanding of:	Student will:	Concepts related to childbearing and psychic imbalance	Observation community based On going health care	As measured by:
3. the utilization of the nursing process to assist family members to meet basic human needs during the childbearing periods of life as well as when experiencing psychic imbalance.	<ul style="list-style-type: none"> - collect data - validate data - identify nursing diagnosis - utilize priority setting - construct patient oriented short term goals - utilize teaching/learning principles to implement care for the family members - evaluate nursing care plan 	<p><u>Nursing process</u></p> <p><u>A. Assess</u> -data collection i.e. schedules/kardex/ Work sheets, computerized data systems. Laboratory reports relative to selected blood studies (prenatal/ psychological diagnostic tests), family relationships, nutritional status, developmental stage, coping/adapting, mechanisms (nurse family interaction, validation of data i.e. nursing history data base). -nursing diagnosis</p> <p><u>B. Plan</u> - priority setting construction of patient oriented goal i.e. short term goals</p> <p><u>C. Implement</u> - teaching family members utilize teaching/learning principles to implement care for the family members</p> <p><u>D. Evaluate</u> - modification of nursing care plan</p>	<p>Experience in clinical laboratory with:</p> <ul style="list-style-type: none"> - nursing data base assessment - written nursing care plan - discharge planning - group discussion on process recording <p>Small group discussion on:</p> <ul style="list-style-type: none"> - priority setting - data base assessment (nursing history) - construction of patient oriented goals - identification of nursing diagnosis <p>Pre/Post Conference Experience in clinical laboratory Reflective Journals</p>	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

4. Function in the nursing role to meet basic human needs of members of the childbearing family as well as persons and families experiencing psychic imbalance.

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT METHODS
To demonstrate an understanding of:	Student will:	Concepts related to childbearing and psychic imbalance	Observation community based On going health care	As measured by:
4. functioning in the nursing role to meet basic human needs of members of the childbearing family as well as persons and families experiencing psychic imbalance.	<ul style="list-style-type: none"> - Give examples of selected state laws - function within policies/protocols of the institution - evaluate self in the nursing role - participate in peer review - discuss ethical issues related to client, nurse and agency 	<p><u>Nursing Role</u></p> <p><u>A. Legal Considerations influencing families</u></p> <ul style="list-style-type: none"> - State laws i.e. vital statistics (birth/death certificates), prophylactic/diagnostic requirements, immunizations, competency, involuntary commitment, restraints - Institutional policies i.e. types of consent, identification of the neonate, multidisciplinary conferences <p><u>B. Evaluation of Nursing Role</u></p> <ul style="list-style-type: none"> - Self i.e. accountability/responsibility - peer review <p><u>C. Ethical Considerations</u></p> <ul style="list-style-type: none"> - beliefs i.e. client, nurse, agency - differences in beliefs i.e. abortion, contraception - confidentiality issues e.g. abortion 	<p>Experience in clinical laboratory with:</p> <ul style="list-style-type: none"> - nursing care conference - reporting - recording <p>Self Evaluation:</p> <ul style="list-style-type: none"> - weekly - course end - reflective journals <p>Observation in community:</p> <ul style="list-style-type: none"> - Pre/Post clinical conference - Clinical laboratory experience - Critical thinking exercise - Role playing 	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

F. Text and Reading Materials:

Nu 111 Required text:

1. Littleton, L. Y., Engebretson, J.C., (2002). *Maternal, Neonatal, and Women's Health Nursing*. Albany, New York: Delmar.
2. Keltner, N.L., Schwecke, L.H., & Bostrom, C.E. (2003) *Psychiatric Nursing* (4th ed.). St. Louis, MO: Mosby.

Required text for Nu 101, Fall 2002:

1. Potter & Perry, *Fundamentals of Nursing*
2. Davis, *Drug Guide for Nurses, 8th Ed.*
3. *Lehne, *Pharmacology for Nursing Care*
4. *Delmar, *Fundamental and Advanced Nursing Skills*
5. Taber's, *Cyclopedic Medical Dictionary*
6. Grodner, *Foundations and Clinical Application of Nutrition*
7. Morris, *Calibrate with Confidence*
8. *Doenges', *Nursing Pocket Guide/Diagnosis, Interventions & Rationale*

G. INFORMATION TECHNOLOGY: Students are expected to access Web CT Vista on a regular basis. Faculty will utilize this media to communicate with students both individually and as a group/class. Written assignments can be submitted via this method, including reflective journals.